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ABSTRACT

The New York Association of Community Organizations for Reform Now (ACORN) is a grass-roots community organization representing 20,000 mostly low-income residents of New York City. This report presents information about students relegated to the low achievement track that ACORN suggested, in a previous report, was inevitable when parents of color are denied information needed to make decisions about their children's education. It summarizes an investigation of what happens when students are denied the quality and content of course work and instruction they need to compete successfully for a spot in one of the city's few high schools that might prepare them for a quality university education. The investigation leads to the conclusion that the racial imbalance occurring at the city's premier academic high schools, Stuyvesant and Bronx Science, and some similar schools, is the direct result of programmatic and geographic tracking that condemns students to failing, zoned high schools. It is shown that only a fraction of middle school students have the opportunity to learn the material needed to do well on the entrance examination, and that race is a major factor. Evidence is drawn primarily from 86 middle schools in 14 community school districts. Eighteen of the schools had no students in a mathematics course that is a key to scoring well on the entrance examination for Stuyvesant and Bronx Science. Private and parochial schools and just three community districts provide over half of the students to the two "science" schools. School personnel continue to deny parents information about academic programs at all grade levels. Recommendations are made for greater equity in selection for academic programs. An appendix contains supplemental material, including three summary tables of information from the middle schools and some summary information for the specialized high school entrance examination. (SLD)

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The New York ACORN Schools Office wishes to express its thanks to the many individuals and organizations who made this study possible. Twenty-four volunteers placed numerous calls to the 86 schools surveyed for this report to document their specific course offerings and outcomes. This group of intrepid callers included ACORN members and staff as well as friends and allies in the movement for school reform in New York City.

We want to thank Katie Haycock, Amy Wilkens, Ruth Mitchell, and Patricia Martin of the Washington-based Education Trust for their help in developing our phone survey and their invaluable work in analyzing the math and language arts sections of sample examinations for the specialized high schools and the analysis of the domains covered in recent Sequential I and II Math Regents Exams.

At an early point in the project, Bob Schaefer of Fair Test served as sounding board for our plans for this investigation and aided us in identifying practitioners who could further our understanding of deconstructing tests. John Cawthorne of Boston College streamlined our tasks by suggesting that we document the course work taken by students who eventually attend the specialized highs schools and by those who do not.

John M. Beam of Pumphouse Projects supplied analytical and editorial services for the preparation of this report.

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SUMMARY

When asked if the test for admission to the specialized high schools were an IQ test, staff of the Office of High School Placement responded, "No, it's based on course work."[1]

The daughter of an ACORN member earned good grades as a student in District 19's so-called magnet gifted program at I.S. 166, but was not one of the 26 of 377 eighth graders who took Regents math. Despite repeated inquiries, her mother was never able to ascertain what math she was taking. After taking the admission examination for the specialized science high schools, her honor student daughter was rejected by all eight of her high school choices and directed to enroll in Thomas Jefferson, her failing zoned high school.

This report picks up the fate of our children a few years down the low achievement track which *Secret Apartheid: A Report on Racial Discrimination Against Black and Latino Parents and Children in the New York City Public Schools* suggested was inevitable when parents, particularly parents of color, are consistently denied the information they need to make decisions about their children's education.

This report summarizes our recent investigation of what happens when students are consistently denied the quality and content of course work and instruction they need to compete successfully for a spot in one of the very few high schools that might prepare them for a quality university education. Our investigation forces us to conclude that the racial imbalance occurring at the Stuyvesant, Bronx Science, and similar schools is the direct result of programmatic and geographic tracking that condemns them to failing, zoned high schools.

We will demonstrate that a student's success on the competitive examination for admission to the elite high schools is dependent on his or her mastery of specific subject-related content and skills.[2] We then document that only a fraction of the middle school students have access to the opportunity to learn this material. Finally, we present strong evidence that a major factor in being denied access to the types of instruction necessary to do well on the examination for the specialized schools is race. There is, in other words, not a level playing field for winning the prize of a desk at Stuyvesant, Bronx Science, or similar schools.

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[1] Phone research conducted on November 18, 1996.

[2] In this report we have focused on Regents level math course work because the documentation was readily available and easily comparable. However, math curricula are intended primarily as a proxy for the many academic subjects which students will never master unless they are exposed to them.

If this evidence were presented about any other business serving the public, let alone a government facility, that business or facility would be shut down and its management sacked or jailed.

This evidence is drawn primarily from 86 middle schools in 14 community school districts and includes findings such as the following:

- **Developing the skills and academic competence to compete successfully for admission to Stuyvesant or Bronx Science requires course work which is not available to most black and latino students in the public schools.**

Eighteen schools had no eighth graders studying Sequential I Math, a key course for scoring well on the entrance exam for Stuyvesant and Bronx Science. They are all located in nine low sending districts which collectively provide less than two percent of the students at Stuyvesant and Bronx Science.[3]

- **A few districts dominate the enrollments of Stuyvesant High School and Bronx High School of Science.**

Private and parochial schools plus just three community school districts provide over half of the students to the two "science schools;" not surprisingly, these districts have relatively high percentages of students taking Regents level math classes.

- **The districts which send the most students differ in racial composition from the districts which send the fewest.**

In the five top districts sending students to Stuyvesant and Bronx Science, the combined student enrollment (1995-96) for their middle schools is under 45 percent black and latino. The combined student enrollment (1995-96) for the middle schools in the five districts that contribute the fewest students is over 97 percent black and latino.

- **Personnel in many schools who are unhelpful, uninformed, rude -- or all three -- continue to hinder parents' attempts to obtain information they need to plan their children's education.**

A year after *Secret Apartheid* was published and the Chancellor has issued memos about making schools more welcoming, barriers and misinformation are still quite apparent. All in all, staff from at least 17 schools refused some portion of the information we requested. In other

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[3] Student enrollment at these schools is 97 percent black and hispanic and 83 percent free lunch eligible.

cases, we were given incorrect information. In at least one case, the parent calling was criticized for worrying about whether her middle school student would get into a good high school and that she was "thinking too far ahead."

Our recommendations for reversing a maldistribution of key educational resources include:

- **Establish linkages between Stuyvesant, Bronx Science, and the handful of other top performing high schools with middle schools and their feeder elementary schools in nearby districts which currently have few or no successful applicants for admission.**

As an interim measure, each high school would set aside a number of ninth grade slots for students from those schools who will be evaluated using alternative appropriate assessment techniques.

- **Suspend the competitive testing for the specialized high schools.**

Until the Board of Education can show that the students of each middle school in the system have had access to curricula and instruction that would prepare them for this test regardless of their color or economic status, the current test for the specialized high schools must remain permanently suspect as the product of an institutional racism inappropriate to an educational system in a democracy. As a first step toward aggressively attacking this problem, the Board of Education should immediately establish programs for this year's seventh graders to expand the pool of students taking next fall's test, if it can be offered.

- **Adopt common minimum standards for all subjects beginning with math to ensure that at each grade level all students in the system have an opportunity to learn challenging material that prepares them for the next grade.**

Standards such as those of the National Council of Teachers of Mathematics, provide accountability for teachers and administrators and a way for parents to know whether or not their children are being educated for the real world.

- **Establish an independently operated "Choice Clearinghouse" where information about all New York City schools and programs will be centralized and available in a user-friendly format to interested parents.**

This recommendation echoes last year's report and is, unfortunately, still highly relevant. It is intolerable that such information is not available at the school level from well informed, courteous public employees, but in too many cases it is not. Until it is, a Choice Clearinghouse

is an important tool for redressing at least one dimension of the inequitable distribution of educational resources.

INTRODUCTION

Last spring (1996), the New York ACORN Schools Office published *Secret Apartheid: A Report on Racial Discrimination Against Black and Latino Parents and Children in the New York City Public Schools*. In it we documented the differences between the treatment received by white parents and parents of color when they requested information about kindergarten classes in 100 visits to New York City public schools. In that study we spotlighted the ways in which the public schools create barriers to parents making informed choices about their children's education. Although some schools were quite democratic in their shabby treatment of parents, in general, white parents had more access to principals and educators, were more likely to be given a tour of the school, and more likely to have their questions answered completely. In addition, we documented numerous instances in which white parents were provided information about and encouragement to enroll their children (sight unseen) in various gifted programs that black and latino parents testing the same schools did not receive. The obvious conclusion to be drawn from such practices is that tracking in the New York City Public Schools begins in kindergarten.

The community pressure and media coverage growing out of the *Secret Apartheid* study generated a flurry of activity on the Chancellor's part. He has drafted new standards for kindergarten and gifted program admissions. He conducted the first system- wide survey of gifted programs in the community school districts in ten years, although he failed to enforce his request for information on the ethnic composition of these programs. (In addition, New York ACORN had to threaten to sue before he released the results of even this watered down effort.) In response to our proposal that tracking be eliminated in grades k-3, he promised a special task force to examine the "deleterious" effects of tracking; the group met three times and quietly died.

Meanwhile, another year's kindergarten students have been tracked. The only option for tens of thousands of middle school students next year will be failing zoned schools. And, entry to the city's elite schools, which should represent a reward for serious academic effort, will remain closed to most students no matter how hard they work now or what their potential might have been when they were shunted onto a dead-end track eight or nine years ago.

Conceptually, this report skips ahead to examine the ramifications of that tracking. The elite "science schools," Stuyvesant and Bronx Science, provide a focus for our discussion. However, the practices that exclude most children from *those* schools also have an impact on their ability to win admittance to the various special options high schools or to earn a Regents diploma in any high school setting. The same policies that keep children out of Stuyvesant and Bronx Science also keep them out of the special progress (SP) and gifted programs at middle school level that give children a fighting chance on the admissions tests.

Moreover, Stuyvesant, Bronx Science, and a handful of other high schools are not just the *best* option for students who might aspire to high quality high school and university education: They are virtually the *only* option. Of 115 New York City Public High Schools surveyed by the New York Times, only seven graduated more than half their 1996 senior class with Regents diplomas, the standard of basic high school education for better colleges and many employers.

Who gets into these and the other very few schools that display results suggesting an educational program that goes beyond the custodial is, therefore, of very real interest to communities that are not accustomed to receiving a fair share of scarce resources. *In fact, private and parochial schools plus just three community school districts with less than ten percent of the public school middle school students supply over fifty percent of the students to Stuyvesant and Bronx Science.* The racial composition, income, and curriculum of the districts which send the most students differ markedly from those of the districts which send few or no students.

The following report lays out in detail how we came to these conclusions. Our work has been less like that of a think tank --which we are not -- and more like that of a police sketch artist who works with the victim of a crime. Because it is so difficult to obtain hard data from individual schools on the what we do and do not receive for our $7 billion per year in taxes, we have often had to piece together different sets of information to arrive at a picture of the situation to help policy makers, concerned citizens, and journalists who do not have children in our neighborhood schools understand the reality our kids face every day.

Just two weeks ago, a dozen mothers of honor roll students at Junior High School 139 in the Mott Haven section of the South Bronx faced that reality when they sat in for three hours in the office of Bronx Superintendent of High Schools Joe DeJesus, who steadfastly refused to see them. The mothers wanted him to explain why supposedly straight-A students were rejected from all eight of the high schools they had listed on their application forms. The answer he would have had to give them is that the elementary and middle school education their children have received was for the track to Morris High School, where, according to the New York Times, less than three in ten students graduate in four years and only five percent of those manage to escape with a Regents diploma in hand.

We will begin placing this study in the context of New York ACORN's mission and the specific role of its Schools Office. The approach we used in gathering the information from which we draw our conclusions will be discussed and our findings laid out. We will conclude with several policy proposals around which we intend to organize vigorously in the coming weeks. Supplementary tables and discussion are found in the appendix.

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CONTEXT

New York ACORN was founded in 1980 and rapidly became one of the strongest affiliates of the nationally known grass roots organization. There are ACORN neighborhood groups and tenant organizations in the four largest boroughs of New York. ACORN groups across the city have been active around issues of neighborhood crime and pollution, the abuse of so-called job creation and retention incentives by huge corporations, and the creation of affordable housing for very low income New Yorkers. ACORN's 22,000 member families, who pay modest annual dues to help support their organization, are primarily African American, Afro-Caribbean, Puerto Rican, and Dominican. A majority of the executive board consists of low income women of color, most of whom are parents.

The ACORN Schools Office was established in 1988 to respond to the intense interest in improving local schools expressed by residents of neighborhoods, public housing projects, and apartment blocks who make up the membership. The Schools Office channels ACORN's nationally recognized expertise in community organizing and provides technical information, education related leadership development, and other resources to the school reform struggles of very low income and working poor families in New York City. The Schools Office has built a steadily expanding base of parents who have the information, skills, and perspective necessary to recreate a school system to serve children rather than the interests of competing factions of adults. A Citywide Schools Committee of 75 members, the majority of whom are also black and latina women, oversees the Schools Office.

The efforts of the members and staff of New York ACORN in education focus on four areas:

Local issues: The Schools Office begins developing parent activists by listening to parents carefully and working with them to address very concrete problems in and around their children's schools. For example, during house visits in Brooklyn Community School District 22, parents complained about unsafe, overcrowded school buses. Working for safer buses lead to a discussion of why children were being bused -- overcrowded neighborhood schools. This in turn led to a successful two year fight to win a brand new ACORN school (PS 245) that reduced the need for the cross-district busing.

New and restructured schools: The ACORN Schools Office works with groups of parents interested in restructuring their children's schools or in starting new ones from scratch. The ACORN Community High School opened this year in Crown Heights. Parents collaborating with the New Visions program and a group of pro-children teachers in Washington Heights will launch Bread and Roses High School next fall. Bushwick parents are laying the groundwork for two new, small high schools in or near their community.

Strategic policy analysis: The Schools Office carries out strategic policy analysis which contributes directly to making New York's public schools better for *all* of their students. Our work in this area has included:

- documentation -- which ACORN members presented to U.S. Secretary of Education Reilly in 1994 -- of the widespread but previously unexamined failure of schools in Brooklyn Community School Districts 16, 17, 19, 23, and 32 to meet minimum state and Chancellor's performance standards ,

- a discussion of programmatic priorities in CSD 28 based on an examination of school performance and the socio-economic background of each school's enrollment, and, most recently,

- our study on institutional racism which contributes to the tracking of students even as they are entering kindergarten which was published as *Secret Apartheid: A Report on Racial Discrimination Against Black and Latino Parents and Children in the New York City Public Schools*.

Citywide school reform: Ultimately, school by school fixes and small, effective new and restructured schools will only reach a small percentage of students. New York ACORN is building toward comprehensive, systemic change on two levels. First, the local efforts around school conditions, performance, and governance eventually grow the constituency for broader reform because the causes of most local problems are embedded in the broader system. ACORN participates in coalitions of borough-based groups, advocacy think tanks, and progressive politicians and educators such as the Save Our Schools Campaign, the School Budget Alliance, the Parent Organizing Consortium, and the Annenberg Foundation funded New York Networks for School Renewal.

Like *Secret Apartheid*, this study was stimulated in part by the March 17, 1995 release of the racial break down of the enrollment at the crown jewels of the New York City Public Schools system: Stuyvesant and Bronx Science. These schools, which require middle school students to score well on a special competitive exam, admit black and latino students in much smaller proportions than their numbers represent in the high school system as a whole.[4]

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[4] Data for the table immediately following this paragraph are from a March 16, 1995 memorandum to the Board of Education from then Chancellor Ramon C. Cortines, Re: Program to Increase Diversity in Specialized Science High Schools.

INSTITUTION / RACE	Bronx Science	Stuyvesant	NYC Public High Schools
White	40%	41%	17%
Black	10.7%	4.8%	39%
Latino	9.2%	4.3%	34%
Asian	40.1%	49.9%	10%

In *Secret Apartheid*, we looked at some of the ways in which children are tracked before they have any opportunity to demonstrate -- let alone develop -- their natural capacity. In this study, we examine where that tracking does and does not take students in the New York City Public School system.

METHODOLOGY

Our investigations involved three distinct activities:

- Testers phoned 86 middle schools in 14 school districts to request basic information about the school. In a few cases, we substituted data from district sources for the phone calls.

- We performed various analyses using a variety of data sets obtained from official and unofficial sources at the state, board of education, and district level. This information provided both a supplement and reality check for what we were told by the schools.

- Curriculum experts deconstructed the Sequential I and II Regents math test and the exam given to eighth graders seeking entry into the science schools and reverse engineered them to the curricula that would be required for competitive scores. In addition, they reviewed the language arts portion of the entrance exam and described its implications for a reading program which would prepare children to perform competitively on that section.

Phone interviews: Between March 21 and May 2, 1997 volunteers and staff made calls to 14 community school districts. These included the five districts sending the most students to Stuyvesant and Bronx Science, the five districts sending the fewest students, and four districts which were selected because of their specific connection to ACORN neighborhoods or other programmatic interests.

Callers generally represented themselves as parents interested in selecting the best middle school available for their child who were seeking information about the quality of the school's instructional program. They requested information about the number of grade levels, classes, and students; Regents level and other specialized course work; facilities and activities such as labs and clubs; and the school's track record on admissions to the specialized high schools. The results of these interviews are summarized in a table in the appendix. A copy of the questionnaire is also appended.

Data analysis: We assembled a number of useful data sets. Some of these are readily accessible but under utilized such as the New York State Department of Education's report cards on school districts and individual schools, which are available on-line at the State Ed website. Others are from Board of Education documents which have not previously been circulated publicly; for example, a bar graph breaking down the 1995 ninth grade classes at Stuyvesant, Bronx Science, and Brooklyn Tech by community school district of origin. Some information was provided by educators and administrators with a personal commitment to educational reform which outstrips that of the institutions where they work. Data sets included:

- Student enrollment by total and by ethnic grouping broken by district and individual middle school.
- Percent of middle school students on grade level for math and reading for the 1995-96 school year.
- Student enrollment by grade level for selected districts for the 1996-97 school year.
- Eligibility for free lunch for selected schools for the 1995-96 schools year.
- Enrollment in the ninth grades of Stuyvesant, Bronx Science, and Brooklyn Tech by sending district for the 1995-96 school year.
- Total enrollment in Stuyvesant, Bronx Science, and Brooklyn Tech by sending district for the 1993-94 school year.
- Number of eighth graders taking Regents math and science tests in 1995-1996; number scoring at or above the fiftieth percentile.
- School report cards for 1995-96 outlining a number of academic and social indicators including performance on various Regents exams and Regents diploma graduation rates as well as the numbers of eighth graders for that year by school.
- District report cards for 1995-96 outlining a number of aggregate academic and social indicators for community school districts.

- Chancellor's 1996 Assessment and Accountability Report.

- Programs Serving Gifted and Talented Students in New York City Public Schools 1995-96, a report from the Board of Education Division of Assessment and Accountability.

Test analysis: Curriculum specialists from the Washington D.C. based Education Trust analyzed two sample tests for the eighth grade admissions exam for the specialized high schools. Based on these assessments, they outlined the requirements of a curriculum which would prepare students for these tests. They also reviewed materials for Sequential Mathematics I and Sequential Mathematics Course II -- the Regents track math courses -- which included recently administered standardized tests for those curricula. They compared the results of these two analyses.

Then they examined questions 1 through 50 of the language arts portion of the entrance examination to identify the reading experiences and skills a student would need to do well on the test.

FINDINGS

The interviews and source materials have been used to identify the factors that lead to an uneven distribution of admissions to the city's elite science schools: Stuyvesant and Bronx Science.[5] Our findings raise significant issues of both equity and quality in the New York City public school system. All of our specific findings flow from or suggest explanations for a stark reality that defines a young person's chances in the New York City Public Schools:

> *Developing the skills and academic competence to compete successfully for admission to Stuyvesant or Bronx Science requires course work which is not available to most black and latino students in the public schools.*

The following findings highlight that reality:

- **A competitive score on the admissions test for the specialized science high schools requires Sequential I Math or a strong Algebra I course which, in turn require a basic grounding in a range of mathematical skills beyond simple computation.**

Analysts from the Education Trust performed a domain analysis (areas of content) for all the math questions from each of two sample examinations for entrance to the specialized high schools. They next studied the Barron's Review Courses for Sequential Mathematics Course I

[5] See Appendix for a note on Brooklyn Tech.

and Sequential Mathematics Course II which included examples of recently administered standardized tests for these Regents track curricula. The following remarks are excerpted from their summary, which is included in the appendix:

> *(T)he point to be made is that the course preparing students for the Regents Exams also prepares students for the admissions examination...*However, it is entirely possible that students who are well prepared in mathematics need not take Sequential Mathematics as such in order to be successful on the admissions exam. A good Algebra 1 course, following a sound general math course, would provide most of the operations and concepts. But a strong general math course does not mean remedial work or repetitive computation...
>
> To sum up:
> * *the admissions examinations depend on an excellent mathematics curriculum, well-trained teachers, and instructions including extensive practice;*
> * *they presume a sound basis in mathematics from kindergarten;*
> * they expect students to have facility with basic concepts and operations and ability to apply given facts;
> * they expect that students are *testwise, can work at speed, and can recognize tricks...*
>
> *Soundness (in a math program) implies good, consistent mathematical instruction from the earliest years*, with teachers qualified in mathematics instruction and knowledgeable about the NCTM Standards. *(Emphasis added.)*

In the five districts which send the most students to Stuyvesant and Bronx Science, roughly 68 percent of the middle school students are on grade for math. In the five lowest sending districts, roughly 31 percent of middle school are on grade for math. A table comparing the districts and schools in this study for mathematics and reading performance is found in the appendix.

Throughout this test we will use access to Sequential I Math as a proxy for an adequate middle school education, which in turn would require a strong elementary school experience. We have no doubt, however, that high quality course work in other subject areas is also essential in doing well on the entrance test for the specialized science high schools.

After critiquing the content requirements implied by the math portion of the exam, our colleagues at Education Trust examined fifty questions from the language arts portion of the test:

> *"(A) student who is going to be successful on the language arts examination needs sophisticated experience with written non-fictional prose and possibly with thinking skills classes...*In order to achieve the fluency necessary to do well on the "scrambled paragraphs" and "reading" portions , students should have written the same kind of prose. *Writing expository prose is the only way to achieve ease*

with the communication of ideas and facts which is being assessed in these portions of the examination... However, just as was the case with mathematics, instruction in this kind of communication depends on early instruction in sophisticated reading and writing... *The examination requires students to have read books and articles to acquire ideas and facts -- and to have read beyond classroom textbooks.*

To sum up what is needed for success in these three portions of the [language arts] examination [scrambled paragraphs, logical reasoning, and reading]:
* *students should read non-fiction prose easily and be able to infer information from it as well as recognize facts;*
* *they should have long experience with writing such prose so that they know how it is constructed;*
* they should have experience with logical puzzles;
* they should be able to read closely for logical connections;
* they should be testwise to expect the "tricks" of the multiple-choice form." *(Emphasis added.)*

A glance at the distribution of on-grade reading percentages for the schools we surveyed is presented in the appendix and suggests that many, many students have not been exposed to reading curricula even marginally approaching this level of rigor.

- **The districts which send the most students to Stuyvesant and Bronx Science differ in their course offerings from the districts which send the fewest students.**

Top sending districts have relatively high percentages of eighth graders taking Sequential I Math, the content of which is essential for the entrance examination for the elite schools; four of the top five have between a quarter and nearly one half their eighth graders in Regents math courses. Between two and seven percent of the eighth graders in the lowest sending districts are in Regents math course work.

Of 69 middle schools in our study for which we can make a calculation, 18 have no eighth grade students (zero) in Sequential I Math. They are all located in nine low sending districts which collectively provide less than two percent of the students at Stuyvesant and Bronx Science.[6]

In contrast, with just three exceptions, the 18 schools at the *top* of our list are all also from the five top sending districts citywide; these 18 schools (21 percent of the schools in the study) have 55 percent of the Regents math eighth graders in the study.

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[6] Student enrollment at these schools is 97 percent black and hispanic and 83 percent free lunch eligible.

The almost total absence of course work that would prepare students for the specialized high school entrance exam is most obvious in districts with very high percentages of low income black and latino children. We are also concerned with the question of who has access to this course work in the districts that *do* offer it. Even District 26, which appears to provide Regents level math for the highest number and percentage of eighth graders in the city, still only offers this opportunity to about half those students.

Why, for instance, does District 28 Junior High School 8, with 97 percent black and latino enrollment have no students in Regents math, a 98 percent black and hispanic J.H. 72 have only 33, but J.H. 190 -- which is in the same district and is only 26.5 percent black and latino -- has 176 children in Regents math?

In many cases, Regents math appears to be tied to gifted programs or SP (special progress) classes. We did not ask schools for the admission criteria for Sequential Math I classes. *However, with very few exceptions, in the schools we surveyed, the number of these classes generally matched or was slightly lower than the corresponding number of SP classes. We infer that very often Sequential I Math is only available to these "high track" students.*

Districts are often reluctant to describe completely the composition of gifted classes. The summary of the Chancellor's recent survey of gifted programs admits that latino children are "considerably underrepresented" but disingenuously suggests that black children are represented in proportion to their overall numbers in the system.[7] Children from programs in districts overwhelmingly comprised of black and/or latino children should not be used to obscure whether or not children of color are adequately represented in programs in statistically better integrated districts.

Moreover, 19 percent of the programs responding to the survey neglected to address the level of integration in their programs. Superintendents from six districts refused to respond to the survey. In addition, officials from two more districts claimed that although they operated SP programs, they did not have any gifted programs.[8]

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[7] Programs Serving Gifted and Talented Students in New York City Public Schools 1995-96, a report from the Board of Education Division of Assessment and Accountability, page 5.

[8] *Programs Serving Gifted and Talented Students in New York City Public Schools 1995-96*, a report from the Board of Education Division of Assessment and Accountability, page two.

Given that SP programs typically draw their students from at least the eighty-second percentile of standardized reading tests and the seventy-fifth percentile on the standardized math test -- and, in some cases, require a special test -- such an evasion appears both cynical and transparent.

In short, we are concerned that access to the course work necessary to compete successfully for a coveted slot in one of the city's few outstanding high schools is in many cases directly linked to programs which are closed to most students.

A final point: Although elementary schools were largely outside the scope of this study, we note that success seems to precede success. J.H. 190 (CSD 28), where 35.6 percent of the eighth graders take Regents math draws enrollment from five elementary schools where the percentage of students on-grade for reading ranges from 63 to nearly 78 percent. Junior High School 8, where no one does Regents track work, pulls attendance from five schools with on-grade reading percentages ranging from 27.5 to 38.4 percent.[9]

Or, compare J.H. 194 in high sending District 25, a school where 57 percent of eighth graders take Regents math with I.S. 162 which has no Regents math students in District 7, which sends virtually no students to Stuyvesant and Bronx Science. The former draws from elementary schools where 59 to 76 percent of students are on-grade for reading. The latter is attended by students from three schools where the highest on-grade reading percentage is only 32 percent.

We are left wondering if the curricula in these elementary schools differs one from the other as they do among middle schools.

- **A few districts dominate the enrollments of Stuyvesant High School and Bronx High School of Science.**

What district's students are the most successful in winning admission to the "science schools"? Actually, as of 1993, the largest sources of students for Stuyvesant and Bronx Science are private and parochial schools that are *not* in the New York City Community School Districts (16.9 percent). These "other" schools plus just three community school districts (2, 25, and 26) send over half of the students to the two "science schools."[10] The same proportions and districts apply to the ninth grade classes entering in 1995-96.[11]

As of 1993, six districts (CSD 23, 16, 7, 12, 19, and 17) together contributed less than one percent to these two schools, and nine other districts contributed less than one percent each (CSD 5, 14, 9, 18, 29, 32, 1, 8, 13). (Numbers in table appear higher because of rounding.)

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[9] Chancellor's 1996 Assessment and Accountability Report.

[10] Internal Board of Education document describing total enrollment in high schools by sending district, November 9, 1994.

[11] Internal Board of Education document: bar graph describing number of students sent by each district to Brooklyn Tech, Bronx Science, and Stuyvesant.

The following table ranks school districts by their contribution to the combined Stuyvesant and Bronx Science student bodies. The estimate of each district's portion of total community school district's middle school enrollment for 1995-96 is provided for comparison.[12]

[12] Calculated from internal Board of Education document describing total enrollment in high schools by sending district, November 9, 1994.

Distribution of Stuyvesant and Bronx Science Enrollment					
Rank	Community School District	Bx Sci	Stuy	Percentage of combined enrollment	Percentage of district contribution to total middle school enrollment
Other	n/a	478	459	16.9%	n/a
1	2	325	430	13.6%	2.9%
2	25	326	266	10.7%	3.4%
3	26	257	259	9.3%	2.9%
4	24	173	126	5.4%	5.2%
5	28	140	153	5.3%	3.1%
6	10	245	16	4.7%	4.8%
7	30	127	106	4.2%	3.5%
8	11	200	9	3.8%	4.1%
9	21	16	178	3.5%	3.4%
10	3	110	67	3.2%	2.3%
11	20	18	115	2.4%	4.4%
12	22	17	114	2.4%	3.8%
13	31	6	118	2.2%	5.8%
14	6	90	28	2.1%	4.2%
15	15	24	81	1.9%	2.2%
16	4	70	33	1.9%	1.8%
17	27	26	46	1.3%	4.2%
18	13	23	23	0.8%	1.6%
19	8	40	3	0.8%	3.2%
20	1	10	23	0.6%	1.3%
21	32	15	11	0.5%	2.8%

Distribution of Stuyvesant and Bronx Science Enrollment					
Rank	Community School District	Bx Sci	Stuy	Percentage of combined enrollment	Percentage of district contribution to total middle school enrollment
22	29	14	10	0.4%	3.6%
23	18	3	21	0.4%	2.9%
24	9	20	0	0.4%	4.6%
25	14	1	17	0.3%	2.6%
26	5	14	1	0.3%	1.6%
27	17	5	9	0.3%	4.1%
28	19	2	10	0.2%	2.9%
29	12	11	0	0.2%	2.3%
30	7	8	1	0.2%	2.1%
31	16	2	1	0.1%	0.9%
32	23	1	1	0.0%	1.5%

- **The districts which send the most students differ in racial composition from the districts which send the fewest.**

Of the five top sending districts, three have enrollments with between 26 and 41 percent black and latino children; one enrolls approximately half black and hispanic children, and one is slightly less than 60 percent black and latino. The combined student enrollment (1995-96) for the middle schools in these districts is under 45 percent black and latino.

Four of the five districts which send the fewest children to the two elite schools enroll from 97.6 to more than 99 percent black and latino children; the similar figure for the other district is over 93 percent. The combined student enrollment (1995-96) for the middle schools in these districts is over 97 percent black and latino.

- **The districts which send the most students differ in income from the districts which send the fewest.**

Approximately half of the middle school students in the top five sending districts are eligible for free lunch. Over 86 percent of the students in middle schools in the bottom five sending districts are eligible for free lunch.

- **The quantity and quality of information about middle schools available to parents varies considerably. Personnel in many schools who are unhelpful, uninformed, rude -- or all three -- continue to hinder parents' attempts to obtain information they need to plan their children's education.**

This study was not intended to revisit the issue of how parents are treated by school personnel. However, a year after *Secret Apartheid* was published and the Chancellor has issued memos about making schools more welcoming, particularly to parents who are less sophisticated in dealing with bureaucracies, barriers and misinformation are still quite apparent.

Staff at several schools refused to provide information over the phone, sometimes quite curtly, sometimes from a friendlier but thoughtless perspective that questions can be answered more quickly in person, ignoring the fact that many parents work during the day and/or have transportation problems. All in all, staff from at least 17 schools refused some portion of the information we requested. (These are reflected in the "r" designation in many cells of the summary tables in the Appendix.) In some cases, this was understandable because we were asking for embarrassing information such as the number of children taking and passing the examination for the specialized high schools. In other schools, school staff were unwilling even to divulge the number of classes in a particular grade.

A number of schools provided information at odds with Board of Education summaries. One set of glaring inconsistencies involved school staff claiming multiple classes in important courses such as Sequential Math I when board records showed only a fraction of the implied number of students taking Regents tests in math. The availability of such programs is exactly what we were attempting to determine. A parent might make a very different decision knowing there was only one decent math class reserved for the exclusive gifted program than she would after being told there were six or eight such classes per grade level. For example, staff at I.S. 158 in District 12 claimed a total of four Sequential I classes but, according to Board of Education figures, had no students taking the Regents math test last year. I.S. 151 in District 7 reported six Sequential I classes (approximately 180 students) but had no students take the test. Similar inconsistencies occur at Upper Lab School (CSD 2), J.H. 149 (CSD 7), I.S. 82 (CSD 9), I.S. 98 (CSD 12), I.S. 390 (CSD 17), I.S. 171 (CSD 19), I.S. 96 and 228 (CSD 21), I.S. 55, 263, and 275 (CSD 23), I.S. 73, 93, and 119 (CSD 24), J.H. 185 and 194 (CSD 25), and I.S. 111 and 296 (CSD 32).

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Parents attempting to make informed choices about their children's education still all too often encounter an unsympathetic and even hostile audience on the other end of the line. Schools are still refusing information to parents who live outside the attendance zone (I.S. 292 in District 19) or telling people to call district offices which, in turn, are also not helpful (I.S. 57 and 324 in CSD 16, I.S. 2 and 320 in CSD 17, I.S. 162 in CSD 7). One caller left messages for the principal of I.S. 148 in District 9 for five days and never received a call back. At I.S. 364 in District 19, the caller was told that to receive information about the school she would have to bring a lease and be prepared to register. M.S. 246 in District 17 insisted that the caller had to enroll her child in the zoned school, despite the fact that some districts have made an industry out of importing children from other districts on variances. Finally, at I.S. 61, also in District 17, the parent was criticized for worrying about whether her middle school student would get into a good high school and that she was "thinking too far ahead."

RECOMMENDATIONS

Many of the recommendations made in *Secret Apartheid: A Report on Racial Discrimination Against Black and Latino Parents and Children in the New York City Public Schools* were based on our assumption that tracking is not sound educational practice and that tracking explicitly or implicitly based on race is segregation. In that study, we documented that it is difficult and sometimes impossible for parents, especially parents of color to obtain enough information to prevent their children from being sentenced to dead-end tracks. Those tracks may be part of the instructional program within a school or -- as this report suggests --unjustifiable differences in the quality, organization, and supervision of instruction from school to school or district to district.

In this report, we have demonstrated that a student's success on the competitive examination for admission to the elite high schools is dependent on his or her mastery of specific subject-related content and skills. We then document that only a fraction of the middle school students have access to the opportunity to learn this material. Finally, we present strong evidence that a major factor in being denied access to the types of instruction necessary to do well on the examination for the specialized schools is race. There is, in other words, not a level playing field for winning the prize of a desk at Stuyvesant, Bronx Science, or similar schools.

We are not surprised. We are outraged.

If this evidence were presented about any other business serving the public, let alone a government facility, that business or facility would be shut down. It is as if we located these schools on an upper floor and told some students to take the stairs and others to climb the ladder...and by the way, for you, *there is no ladder*.

We see no one in the governance of the schools, the city, or the state who will have the courage to call for the closure of prestigious academies even if they are glaring symbols of what

is wrong with our public schools. We confine ourselves to more moderate demands and hope our children will forgive us.

Our recommendations include:

- **Stuyvesant, Bronx Science, and the handful of other top performing high schools should establish corridor relationships with middle schools and their feeder elementary schools in nearby districts which currently have few or no successful applicants for admission.**

Let it be perfectly clear that we are not calling for setting up more gifted programs or special option schools. The corridor project, if vigorously and conscientiously implemented, will serve as demonstration that regular kids in regular schools can do well if they have the tools. Obviously, the perspective of ACORN parents must be that every school must have the curricula and competent staff necessary to give their children a fair shot at a good high school. Moreover, when every elementary and middle school has those resources, most high schools will be good schools, too.

This experiment requires an immediate commitment from the Board of Education and the Chancellor as well as the administrations of specialized schools. As soon as that commitment is forthcoming, the New York ACORN Schools Office volunteers to organize a joint working group of parents and educators from under-enrolled communities, teachers and administrators from the affected high schools, and two or more members of the Board of Education.

We will assist the task force in identifying a group of under-performing middle schools near each specialized school. The task force will be charged with creating ways to implement the necessary curriculum reform and staff development to bring students in those schools to a level of competency at which they can compete fairly for admission to their partner schools.

As an interim measure, each high school should set aside a number of ninth grade slots for students from those schools who will be evaluated using alternative appropriate assessment techniques.

Supplementary resources must be provided to fund these relationships. Corridor activities might include teacher mentor programs, coordinated curriculum development, staff development for district schools on subjects and content which prepare students to succeed in a high school with high standards and expectations, student tutoring programs, test preparation programs for the admissions test, and motivational visits for elementary school students to the high schools.

- **Until steps are taken to begin ensuring that every school in the system employs staff and curriculum that give children an opportunity to perform high quality academic work and until the plan, resources, staff, and contracts with the community are in place for the corridor relationships, competitive testing for specialized high schools must be suspended.**

Until the Board of Education can show that the students of each middle school in the system have had access to curricula and instruction that would prepare them for this test regardless of their color or economic status, the current test for the specialized high schools must remain permanently suspect as the product of an institutional racism inappropriate to an educational system in a democracy.

As a down payment on their willingness to grapple with this crisis, the Board of Education should immediately authorize a program of remediation, after-school and summer classes, test prep, and guidance counseling for this year's seventh graders throughout the city to expand the pool of students taking the test for the specialized high schools.

- **The Chancellor should require all schools to adopt common minimum standards for all subjects beginning with math to ensure that at each grade level all students in the system have an opportunity to learn challenging material that prepares them for the next grade.**

Standards such as those of the National Council of Teachers of Mathematics, provide accountability for teachers and administrators and a way for parents to know whether or not their children are being educated for the real world. Clearly, such standards cannot be adopted in a vacuum. Teachers who are accustomed to "teaching to the test" or projecting low expectations on their students will need staff development programs. Transitional remedial programs will be required for teachers and students alike.

The current Chancellor has continued a policy put in place by his predecessor which eliminated non-college prep math courses at the high school level. Without the sort of standards we are proposing at all grade levels, such a policy will leave many high school students with a choice between flunking and dropping out and flunking and taking extra years to complete high school.

- **To address the difficulty black and latino parents have in obtaining information about schools their children might attend, the Board of Education should contract with a community based organization to operate a "Choice Clearinghouse" where information about all New York City schools and programs will be centralized and available in a user-friendly format to interested parents.**

This recommendation echoes last year's report and is, unfortunately, still highly relevant. It is intolerable that such information is not available at the school level from well informed, courteous public employees, but in too many cases it is not. Until it is, a Choice Clearinghouse is an important tool for redressing at least one dimension of the inequitable distribution of educational resources.

- **Every level of government responsible for and to the children of New York City has an obligation to address immediately the de facto Jim Crow policies which prevent the competition for admission to Stuyvesant, Bronx Science, and similar schools from occurring on a level playing field.**

School, City, and State officials should speedily conduct their own analysis to verify our findings, release the results of their investigations to the public, and begin working with parents and community groups before the end of this school year to determine what changes can be made in the high school selection procedures that allow high schools to maintain high standards and expectations without discriminating against children of color.

- **The seven members of the Board of Education must take stronger, more aggressive leadership in combating racism in its administrative culture and educational structures of the New York City Public Schools. The elected officials who appointed them must be prepared to provide the moral and political support they will require.**

This must be a more serious and sustained commitment than the public relations effort launched and immediately abandoned last spring after the release of ACORN's first report. School employees from district superintendents on down must know that behavior and programs which discriminate will not be tolerated. Until the Board is willing to get rid of district and school level managers who do tolerate such behavior and programs, they will continue.

APPENDIX

THE CLASS OF 1999

The following chart is similar to the one in the text but ranks school districts by their contribution to the 1995-96 ninth grade classes of Stuyvesant and Bronx Science. Estimates are based on approximations from the bar graph following this table.

Percentage of Ninth Graders per Science High School by Sending District				
District	Brooklyn Technical	Bronx Science	Stuyvesant	Bronx Science + Stuyvesant
2	9.0%	14.7%	11.7%	13.2%
26	2.4%	12.6%	11.7%	12.2%
25	2.7%	11.1%	10.8%	11.0%
24	6.8%	8.0%	5.5%	6.7%
28	3.6%	5.8%	7.0%	6.4%
10	1.7%	10.0%	0.4%	5.2%
31	1.1%	0.6%	9.5%	5.1%
3	1.2%	4.3%	5.9%	5.1%
30	5.6%	5.6%	4.4%	5.0%
11	2.7%	9.6%	0.2%	4.9%
21	8.3%	1.3%	7.5%	4.4%
22	4.3%	1.5%	5.3%	3.4%
20	8.6%	0.6%	6.2%	3.4%
6	1.5%	3.5%	2.0%	2.8%
15	3.3%	1.5%	3.5%	2.5%
4	1.5%	2.6%	0.7%	1.7%
13	3.0%	0.7%	1.8%	1.3%
18	4.3%	0.6%	1.5%	1.0%
27	4.5%	0.4%	1.1%	0.7%
32	6.5%	0.4%	0.9%	0.6%

33	1.0%	0.9%	0.4%	0.6%
14	1.7%	0.7%	0.5%	0.6%
29	1.2%	0.7%	0.5%	0.6%
19	3.9%	0.4%	0.7%	0.6%
8	0.7%	1.1%	0.0%	0.6%
12	0.4%	0.4%	0.0%	0.2%
1	2.1%	0.2%	0.2%	0.2%
17	3.2%	0.2%	0.0%	0.1%
5	0.6%	0.2%	0.0%	0.1%
7	0.1%	0.0%	0.0%	0.0%
23	0.6%	0.0%	0.0%	0.0%
16	1.1%	0.0%	0.0%	0.0%
9	0.6%	0.0%	0.0%	0.0%
75	0.1%	0.0%	0.0%	0.0%
Totals	100.0%	100.0%	100.0%	100.0%

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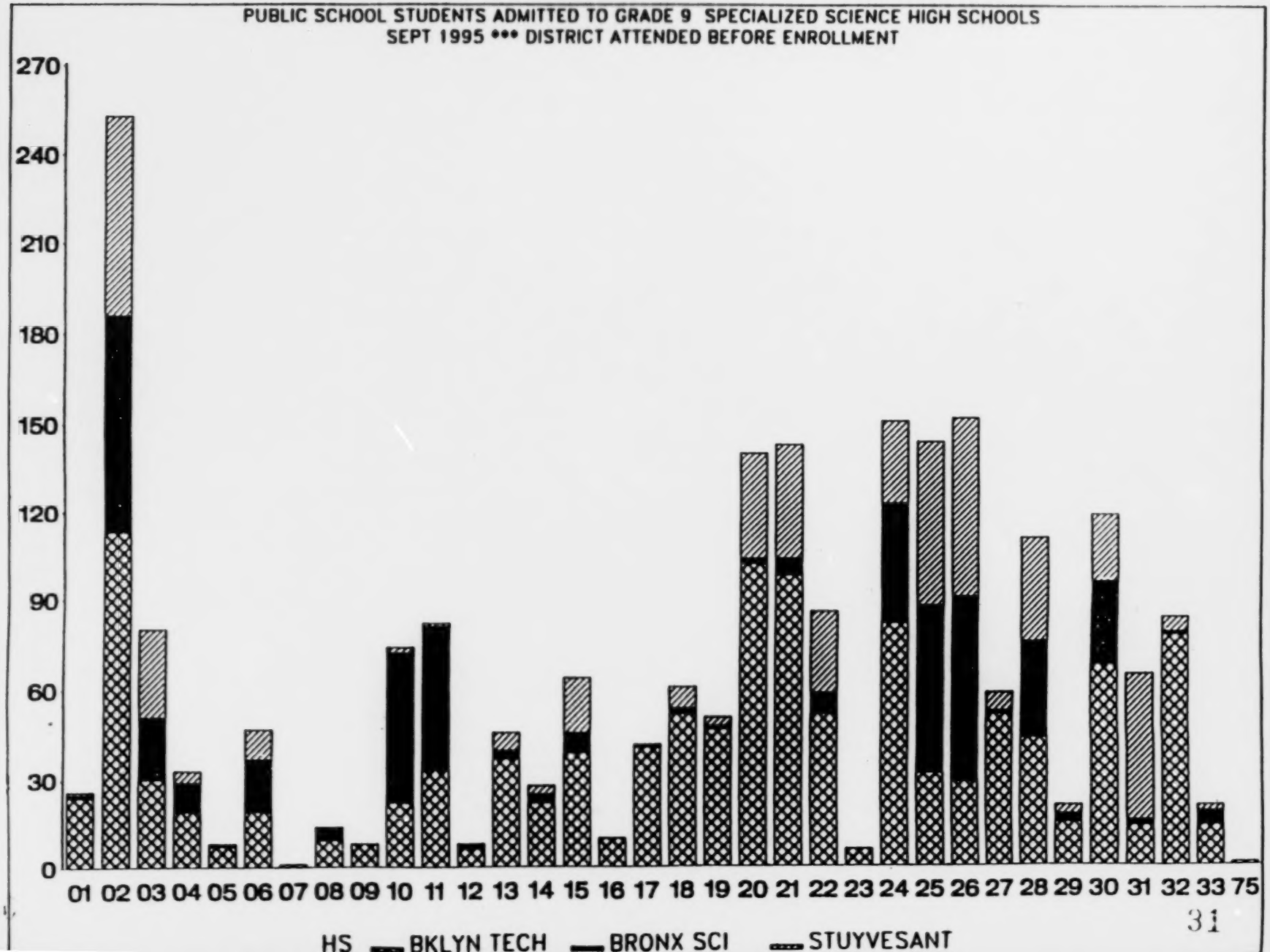
PUBLIC SCHOOL STUDENTS ADMITTED TO GRADE 9 SPECIALIZED SCIENCE HIGH SCHOOLS
SEPT 1995 *** DISTRICT ATTENDED BEFORE ENROLLMENT
270
240
210
180
150
120
90
60
30
0
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 75
HS
BKLYN TECH
BRONX SCI
STUYVESANT

A NOTE ON BROOKLYN TECH

There is a common assumption that Stuyvesant, Bronx Science, and Brooklyn Tech are equivalent schools. In fact, state legislation has ensured that their ranking is self-perpetuating.[13] Students are by law ranked according to their performance on the admissions examination for the specialized science high schools. Students are admitted to their first choice in order of their ranking on the test until available desks are filled in their first choice school; then they are assigned to their second choice until that school is filled, etc. Stuyvesant fills up first; Bronx Science second, then Brooklyn Tech. In other words, Brooklyn Tech tends to receive students with lower test results than Stuyvesant or Bronx Science. While many bright, diligent students do attend Brooklyn Tech, state reports suggest that the education they receive differs substantially from the other two "science highs." The following chart is drawn from the New York State Department of Education's School Report Cards for the 1995-96 school year.

	Brooklyn Tech	Bronx Science	Stuyvesant
1996 Regents Diploma Graduates	79%	99%	98%
Regents English Exam: Mastery Level	14%	75%	100%
Regents Foreign Language: Mastery Level	44%	52%	96%
Regents Seq. Math III: Mastery Level	36%	49%	90%
Regents Chemistry: Mastery Level	32%	35%	75%
Regents U.S. History & Govt.: Mastery Level	20%	44%	73%

[13] Cited in Board of Education City of New York *Student Handbook for the Specialized High Schools 1996-97*, a resource distributed to some middle school students in some districts.

PERFORMANCE INDICATORS

The following table is arranged in order of sending districts for the 14 districts in our study and, within each district, the percentage of students in the school (1995-96) who tested "on grade" for math. The percentage at or above the fiftieth percentile refers to placement in the more exclusive Regents math test. Normally, this figure is presented as a percentage of students taking the test and, in fact, is usually a relatively high percentage of the number of participants in that already select group. We have chosen to display it as a percentage of all eighth graders in a school as another illustration of the distribution of academic resources and opportunities *within* schools.

Performance Indicators for Schools Surveyed				
District	**School**	**Eighth graders at or above 50th percentile on Regents math**	**Percent school on grade for math**	**Percent school on grade for reading**
2	Up. Lab	39.6%	100.0%	98.4%
2	East Side	15.7%	94.0%	92.9%
2	Salk	0.0%	89.7%	89.7%
2	167	39.0%	83.5%	74.6%
2	Clinton	32.8%	80.5%	63.8%
2	104	38.6%	76.0%	60.0%
2	Museum	0.0%	72.1%	75.2%
2	Phys City	0.0%	71.4%	62.9%
2	Future	0.0%	64.5%	55.7%
2	131	9.0%	62.8%	33.5%
2	217	22.2%	53.4%	50.4%
2	70	11.0%	45.1%	41.1%
25	250	11.1%	83.5%	63.9%
25	194	51.0%	82.2%	65.9%
25	25	37.6%	81.4%	69.8%
25	185	32.2%	72.9%	58.5%

Performance Indicators for Schools Surveyed				
District	**School**	**Eighth graders at or above 50th percentile on Regents math**	**Percent school on grade for math**	**Percent school on grade for reading**
25	237	53.4%	71.0%	56.5%
25	168	22.6%	62.1%	54.3%
25	189	23.0%	59.6%	52.1%
26	74	39.4%	90.4%	74.3%
26	67	59.3%	90.0%	80.3%
26	158	47.0%	88.6%	70.5%
26	216	53.3%	81.6%	72.9%
26	172	40.0%	79.4%	70.1%
24	119	11.7%	70.8%	53.9%
24	73	11.9%	60.5%	41.6%
24	93	15.5%	59.5%	39.1%
24	125	20.5%	58.9%	44.6%
24	77	13.7%	50.2%	34.6%
24	61	2.5%	44.0%	23.0%
28	680	95.4%	89.0%	72.7%
28	190	34.7%	80.8%	64.4%
28	157	21.7%	74.5%	51.4%
28	217	15.0%	61.7%	45.6%
28	72	1.3%	36.8%	29.4%
28	8	0.0%	27.0%	21.4%
21	239	33.8%	97.0%	92.3%
21	303	27.0%	71.4%	47.7%
21	228	19.8%	67.4%	50.7%
21	43	15.3%	63.5%	39.9%

Performance Indicators for Schools Surveyed				
District	**School**	**Eighth graders at or above 50th percentile on Regents math**	**Percent school on grade for math**	**Percent school on grade for reading**
21	96	7.6%	59.3%	40.3%
21	281	36.1%	58.2%	38.4%
32	383	35.9%	93.0%	87.8%
32	162	8.3%	46.8%	21.4%
32	296	8.2%	36.7%	18.1%
32	291	5.2%	32.1%	15.3%
32	300	0.0%	13.7%	8.4%
32	111	3.7%		14.6%
9	22	0.0%	45.6%	23.0%
9	145	3.3%	45.4%	23.7%
9	117	9.2%	44.3%	24.3%
9	166	0.0%	40.2%	27.3%
9	229	0.0%	32.7%	24.0%
9	147	4.9%	31.8%	17.5%
9	82	0.3%	30.2%	18.1%
9	148	3.1%	21.6%	9.7%
17	2	6.1%	50.9%	40.8%
17	390	22.0%	41.7%	25.0%
17	391	4.9%	33.7%	21.8%
17	246	11.8%	30.9%	17.9%
17	320	0.0%	29.5%	17.4%
17	61	6.0%	28.1%	21.1%
17	394	7.1%	24.1%	16.2%
19	171	5.2%	51.9%	27.8%

Performance Indicators for Schools Surveyed				
District	**School**	**Eighth graders at or above 50th percentile on Regents math**	**Percent school on grade for math**	**Percent school on grade for reading**
19	364	9.8%	47.9%	41.2%
19	166	6.9%	47.7%	40.8%
19	302	0.0%	32.8%	17.9%
19	218	4.8%	30.6%	19.8%
19	292	1.7%	30.1%	17.2%
12	98	0.0%	40.6%	26.0%
12	116	6.3%	39.5%	21.1%
12	158	0.0%	33.0%	19.9%
12	200	0.0%	30.8%	15.7%
12	193	0.0%	23.6%	13.9%
7	149	14.4%	48.2%	43.3%
7	162	0.0%	42.4%	30.2%
7	184	0.0%	38.0%	23.1%
7	183	0.0%	33.3%	21.3%
7	139	0.0%	27.6%	21.6%
7	151	0.0%	24.8%	15.5%
16	324	4.9%	34.7%	19.8%
16	57	0.0%	23.2%	14.4%
23	263	0.0%	50.2%	29.0%
23	271	7.4%	49.5%	24.9%
23	275	0.4%	30.5%	20.1%
23	55	9.8%	28.8%	18.2%

EDUCATION TRUST REPORT

An analysis of the mathematical experience needed for the admission examinations for New York's specialized high schools:
results and conclusions

We looked at the 50 questions in each of the sample examinations (A and B) and listed the operations and concepts needed for each (see FAXed pages of the analysis). Then we looked at *Sequential Mathematics Course I* and *Sequential Mathematics Course II*, both Barron's Review Course publications.

The domains tested in the admissions examinations are essentially covered in Sequential Mathematics I. We did not compare the two examinations (admissions and Regents) because they are not intended for the same purposes; the point to be made is that the *course* preparing students for the Regents' Exams also prepares students for the admissions examination.

However, it is entirely possible that students who are well prepared in mathematics need not take Sequential Mathematics I as such in order to be successful on the admissions exam. A good Algebra 1 course, following a sound general math course, would provide most of the operations and concepts. But a strong general math course does not mean remedial work or repetitive computation. Success in the admissions examinations depends on mathematical reasoning and problemsolving. While necessary, computation is not sufficient for this level of mathematics.

We found that of the 50 questions in each of the sample exams, approximately 22 could be answered by a knowledge of general math alone, and approximately 31 from Algebra 1 alone; a few (about 12) required geometry, but only those concepts often included in Algebra 1. There was a large proportion of cross-over between general math and algebra, meaning that many of the questions could be answered from knowledge of either, although a rigorous Algebra 1 course adds mathematical reasoning to basic computational and operational skills.

Algebra 1, then, is clearly the sine qua non for success on the admissions examinations. But the questions also require a considerable facility with basic concepts: there is a large number of questions using either fractions or word problems, which trip up students who aren't thoroughly familiar with them and can't deal with them quickly.

Therefore we stress that Sequential Math I or Algebra 1 aren't the answer in themselves. What all students need is good mathematics

instruction from the beginning of their school experience, so that concepts build one on another without huge holes in knowledge or skill.

One more point: to do well on the admissions exams, students must be "testwise." (The sample Regents' Exams given in Sequential Math I and II have much less of the "trickery" sometimes found in the admissions exams, mostly because the Regents' exams are NOT multiple choice. They require the student to demonstrate mathematical ability by actually providing answers, not choosing them.) They should have a large and repeated experience with multiple-choice questions, and should also be able to recognize some of the tricks they will encounter. For example, #74 on p. 40 of the booklet has a symbol which is invented for the purpose; another (#96 on p. 43) has an invented currency, the "pilla." Students not entirely confident in their mathematical knowledge wouldn't necessarily recognize that these are inventions.

To sum up:

- the admissions examinations depend on an excellent mathematics curriculum, well-trained teachers, and instruction including extensive practice;
- they presume a sound basis in mathematics from kindergarten;
- they expect students to have facility with basic concepts and operations and ability to apply given facts;
- they expect that students are testwise, can work at speed, and can recognize tricks.

To the extent that the Regents' track includes all of these features, it would lead to a high rate of success in the admissions exams. But in view of success in those schools which do not offer Sequential Math 1 until Grade 8, it is clear that a sound math program with algebra in grade 7 should also lead to success. Soundness implies good, consistent mathematical instruction from the earliest years, with teachers qualified in mathematics and knowledgeable about the NCTM Standards

The Education Trust
1725 K Street, NW, Suite 200
Washington, DC 20006
(202) 293-1217 fax (2605)

Student Handbook for the Specialized High Schools 1996-97
Analysis of Mathematical Test Questions for Admissions - Sample Test

Sample Test, Form A
General Math Concepts

51. Fractions - reduce to lowest term
52. Number line - positive and negative integers
53. Fractions - change fraction to decimal form
56. Prime numbers
58. Fractions - change fraction to integer
60. Work problem reasoning - numerical or algebraic solution
61. Graph reading - simple division
62. Factoring an integer - reasoning and simple addition
65. Division of whole number by fraction
66. Percentages - finding and computing difference
70, 71,73. Mathematical reasoning, trial and error
79. Mathematical reasoning, trial and error and knowledge of actors
80. Money problem\reasoning, trial and error
82. Reasoning, trial and error, visual solution finding
84. Patterns, numbers in a sequence
88. Reasoning, trial and error
89. Simple reasoning, substitution
90. Simple reasoning, division and subtraction
96. Trial and error, understanding of odd/even numbers
97. Trail and error, understanding of prime numbers

Algebraic Concepts

54. Squaring numbers - positive integers and estimation
57. Simple equation - multiply binomial by a monomial
60. Word problem - reasoning, algebraic or numerical solution
64. Solving inequalities (equations)
68. Algebraic word problem - use of formula for distance
70. Solving a simple equation with 2 unknowns, also just mathematical reasoning
71. Ratios and/or use of mathematical %
73. Permutations
74, 75. Simple equation/substitution
76. Writing algebraic expression and reasoning
77. Inequalities and reasoning
78. Finding least common multiples
79. Even factors
80. Word problem using algebraic equation
81. Solving simple equation containing a fraction and a unknown
84. Patterns, sequential pairs
85. Inequalities
86. Simple substitution and fractions with exponents
89. Simple algebraic expression
90. Algebraic expression
91,92. Number line, reasoning, logic
93. Double substitution/ 2 unknowns

94. Probability
95. Substitution/reasoning using fractions in inequality
96. Algebraic expression
97. Understanding of prime numbers
98. Ratio and proportions using complex fractions
99. Equation using/unknown
100. Finding mean, averages and reasoning

Geometric Concepts
55. Angles - degrees in right angle
59. Angles - degrees in straight line and reasoning
63. Area of triangle, relationship between square and triangular parts
67. Area of circle, finding radius
69. Reasoning and logic with rectangles in a geometric figure of multiple rectangles
72. Area and perimeter of rectangle
82. Find squares in a rectangle
83. Geometry/congruent triangles (properties of)
87. Geometry - value of straight angle and <'s of equilateral triangle, complementary <'s
88. Mathematical equation with 2 unknowns
91,92. Visual reasoning on number, line, or mathematical equation

Sample Test, Form B
General Math Concepts
52. Fractions (relation to lowest term)
55. Reasoning and manipulation
58. Reasoning
59. Reasoning and mathematical manipulation (figure drawing)
60. Rounding off numbers, reducing fractions, estimation
62. Reasoning and addition, trail and error
65. Substitution with multiple mathematical operations
66. Finding percentages and reasoning
68. Finding least common multiples
71. Consecutive numbers, multiplies of 10
72,73. Reading graphs, comparisons
74. Mean, median
80. Math reasoning, understanding of fractions
84. Math reasoning
85. Odd numbers
86. Math reasoning
87. Math reasoning and picture boxes
89. Mathematical computation and reasoning using a fraction
94. Prime numbers, trail and error
95. Math reasoning and trial
96. Operations (2) with fractions
99. Mathematical reasoning and figure drawing

Algebraic Concepts
51. Operations with negative exponents
53. Binomial divided by monomial (operations with polynomials, division)
54. Operations with decimals and exponents (exponential power of 10)
56. Absolute values, operations using
57. Radicals, operations using
58. Mathematical expression of consecutive integers using unknown
59. Algebraic equation

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61. Using understanding of mean, integer in an inequality
64. Operations with binomials
65. Algebraic function, easy substitution
67. Negative exponents, squares, operations to find unknown
70. Solving quadratic equation (fractions)
71. Progressions
72,73. Ratio and Proportions, reading graphs
75. Operations (division) with radicals
77. Solving simple equation, unknown
79. Inequalities and numberlines
80. Algebraic representation and equation solving
82,84. Algebraic expression using reasoning
90,91. Substitution and single equation, solving for unknown
92. Writing algebraic expression and substituting unknown for another
99. Ratios using fractions with mathematical reasoning
100. Algebraic expression for geometric representation of line angles

Geometric Concepts

63. Area of circle and squares, use of formula and addition
69. Use of formulas for finding area of trapezoid
76. Properties of similar triangles
78. Perimeter of triangles, area of square. Formulate a drawing of algebraic representation
81. Area of rectangles and use of graphic representation for numbers
83. Angles in arcs of square, knowledge of degrees
88. Properties of right angles
93. Finding circumference of circle after finding radius with diagonal given
97. Graphing x,y axis
100. Use of straight angles value written in algebraic language

An analysis of the language arts experience needed for success in the admissions examinations for New York's specialized high schools: results and conclusions

We examined the language arts portion of the examination, questions 1-50, comprising "scrambled paragraphs," logical reasoning," and "reading." There is no comparable publication to the Barron's Review Courses for mathematics, but analyis makes clear that a student who is going to be successful on the language arts examination needs sophisticated experience with written non-fictional prose and possibly with thinking skills courses.

The key to success in the "scrambled paragaphs" and "reading" portions of the examination can be summed up as reading, reading, more reading AND talking about reading. Students should have learned not only to read but also how to follow the delivery of thought in prose: that is, they must understand pronoun reference (a source of stumbling for non-fluent readers); the use of sentence adverbs such as "however," and "nevertheless"; and adverbial phrases such as "in contrast," "in addition," which signal sequence and direction in prose.

In order to achieve the fluency necessary to do well on the "scrambled paragraphs" and "reading" portions, students should have written the same kind of prose. Writing expository prose is the only way to achieve ease with the communication of ideas and facts which is being assessed in these portions of the examination. They should have experience of talking about prose and how it is structured, both their own and models they should be following in published writing.

However, just as was the case with mathematics, instruction in this kind of communication depends on early instruction in sophisticated reading and writing. In many cases, too much time is spent in elementary school on narrative, story, and personal experience. None of the examples here deals with such language-arts favorites as "write about a gift that meant a lot to you," or "a story about a magic teddy bear." The examination requires students to have read books and articles to acquire ideas and facts—and to have read beyond classroom textbooks. Daily newspaper reading with discussion of the meaning of articles would be a good preparation for this examination. The passages are about on the level of the weekly science articles in the *New York Times*.

A perhaps irrelevant note here, based on recent experience with assignments in inner-city schools: not only is there a good deal too much time devoted to stories instead of to informational and expository prose in some elementary and middle schools,but also too much time is spent on drawing and coloring outside art classes. Where students may perhaps be perceived as not able to respond in writing (low expectations),

they may be asked to draw their responses. Thus they miss out on the mental discipline of being required to make their thoughts clear in writing.

The "logical reasoning" portion of the examination depends on ability to read closely and also on manipulation of variables. Although this kind of instruction might be expected in a good language arts class, some schools now offer "thinking skills." Many of the examples given look like the logical puzzles used in such courses. Some of them resemble junior SAT (even LSAT!) items. Outside of thinking skills classes and mathematical "problems of the week," students are likely to acquire the skills needed for the "logical reasoning" portion from extensive experience with games such as chess and checkers, and from social interaction with adults and peers who seek out and enjoy logical puzzles. Playing with secret codes, for example, would help students with these questions. Clearly familiarity with the form ("if...then what?") is necessary for speed.

To sum up what is needed for success in these three portions of the examination:

- students should read non-fiction prose easily and be able to infer information from it as well as recognize facts;
- they should have long experience with writing such prose so that the know how it is constructed;
- they should have experience with logical puzzles;
- they should be able to read closely for logical connections;
- they should be testwise to expect the "tricks" of the multiple-choice form.

Perhaps more than the mathematics portion, the language arts questions depend on experience outside the classroom. This means that for students who cannot be expected to get such experience, curriculum and instruction should include newspaper reading; discussion of reading; logical puzzles; and training in logical argument.

* * * * *

About the Education Trust...

Our Work

There are several elements of our work, each aimed at improving education. These include:

- technical assistance to school districts, colleges, and community-based organizations to help them improve the effectiveness of their efforts to improve student achievement, especially among minority and poor students;
- research (and wide public dissemination of the research) on achievement patterns among different groups of students and on practices that improve those patterns;
- writing for professional and general audiences about those patterns and practices;
- analysis of policies aimed at educational improvement; and,
- advocacy aimed at encouraging schools, colleges and whole communities to mount more effective efforts to improve achievement.

We help local leaders build community-wide vehicles to mount and sustain K-16 reform efforts. These vehicles include not only education leaders, but parent, community and business leaders as well.

What We Are Doing Now

The Trust's staff has created a number of mechanisms to help education and community leaders pursue a common sense agenda for academic achievement, and to connect local leaders with public policy.

Community Compacts for Student Success

Over the past several years, we have worked with leaders in several communities around the country to create "Community Compacts" to mount and sustain comprehensive, ***standards based*** change efforts in participating education institutions—kindergarten through college. The purpose of these efforts is to increase significantly the number of low-income and minority students who achieve at high levels, enter and succeed in college. The members of each Compact include its area's educational, business, and civic leaders, all of whom have made a six to eight year commitment to the Compact strategy. The Compact sites receive financial support from the Pew Charitable Trusts through a program managed by the Education Trust; the cities include: El Paso, TX; North Philadelphia, PA; Providence RI, and Pueblo, CO.

Local K-16 Councils

K-16 Councils build on the lessons learned in the Compact sites. K-16 participants work together nationally, and in their own communities, to plan and implement ***systemic*** and simultaneous ***standards-based*** improvements in K-12 and higher education. While K-16 Councils receive training and other technical assistance from the Education Trust, we do not provide them with financial support. K-16 Councils are working in over 20 communities around the country. Membership in the K-16 network is open to all communities that want to make an all-out commitment to improving student achievement—especially among low-income and minority students—by rethinking the ways their K-12 and higher education institutions do business.

State K-16 Councils

Across the country, leaders in higher education are beginning to reexamine their relationships with nearby school systems. Nowhere is interest greater, though, than in our major state university systems, which are under fierce pressure to alter practices with regard to remediation and the use of race in admissions—pressures that impel them to look toward K-12. In collaboration with the National Association of System Heads (NASH), the Trust is organizing a network of state university system leaders who want to build statewide K-16 vehicles in their states. Network activities include special meetings for state university system and state K-12 chief executives, institutes for state-based staff teams responsible for K-16 reform work, and state-to-state sharing of work in areas such as aligning high school graduation standards with college admissions. Georgia, Maryland, and California are among the nearly 20 states involved with this initiative.

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Title 1 Reform Network

Title 1 is the largest federal K-12 education program. From 1992-1994, the Education Trust served as home to the Commissions on Chapter 1, which proposed changes in the law that would make it a better tool for improving teaching and learning in schools serving low-income children. Following passage of the new law, we created a new Title 1 Reform Network. Through our Title 1 Network, the Education Trust works with other national organizations and with school districts across the country to help them get the most for their students from the new program. We host institutes on the new law for superintendents, produce guides and other materials for schools and community-based organizations, and provide on-site (and on-line) advice and assistance. Network membership is open.

Real Time Professional Development

While many states and school districts have developed standards, little work has been done on how to put those standards to work in real classrooms, to benefit real students. Instead, these documents gather dust on office shelves. In 1994, we obtained a grant from the U.S. Department of Education to work with teachers in Philadelphia, Pueblo, and El Paso to figure out how to implement their new standards in the classroom. With training and ongoing support from the Education Trust, teachers in each of these cities are now working to develop the curriculum, teaching practices and assessments that will ensure that their students reach the standards. Lessons learned through this process are now being used by Trust staff to help K-12 teachers and administrators in schools across the country improve what goes on in their classrooms.

National Guidance and Counseling Reform Program:

Guidance counselors have an enormous impact on the choices students make. Yet they have been left totally out of the movement toward standards-based education and no work has been done to ensure that future guidance counselors get the kind of pre-service preparation that they will need to help students negotiate their way through this more complicated system. The Education Trust, with support from the DeWitt Wallace-Reader's Digest Fund, is currently working with a panel of leaders to develop strategies to improve graduate level counselor preparation, with a focus on preparing counselors for predominantly minority schools. In phase two of the project, we will work with 6 to 8 institutions of higher education to test and implement the strategies.

National Conference On School/College Collaboration. November 20-22, 1997, Washington, DC

Our annual National Conference, which draws more than 800 participants to Washington provides a singular forum for administrators and faculty members from schools and colleges and education advocates from all regions of the country to meet, together, share ideas, information, models and strategies that work to raise student achievement. The Conference stresses standards based improvement, professional development, and how school, college and community leaders can work together to improve student learning, especially among minority and low-income students.

Education Trust Publications

The Education Trust publishes a range of materials for use by local educators and community groups in educational improvement efforts. These include *A New Chance*, which is a manual on how to implement the new Title 1 Law for schools serving low-income children, *Front-End Alignment*, which is a manual for local communities who wish to develop academic standards. *Education Watch: The 1996 Education Trust State and National Data Book*, which provides a state by state examination of trends in funding, school and course enrollments, teaching, and student achievement, and ranks the performance of each state on seventeen indicators, and *Education Watch: The Education Trust Community Action Guide*, a companion guide to the data book which provides tools for communities that will help them to conduct their own "Education Watch."

Additional Initiatives for the Future

Over the past year, we have worked very hard to broaden and deepen each of these initiatives, as well as to pull them together into a more coherent whole. We also plan to add new activities in several areas, including student leadership development, community engagement, and more in-depth data analysis.

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The Education Trust, Inc.

1725 K Street, N.W.
Suite 200
Washington, DC
20006

Tel: 202/293-1217
Fax: 202/293-2605

Staff

Kati Haycock
Director

Nevin Brown, Ruth Mitchell, Stephanie Robinson, and Paul Ruiz
Principal Partners

Patte Barth, Eleanor Dougherty and Amy Wilkins
Senior Associates

Patricia J. Martin
Senior Program Manager

Wanda Robinson
Manager, Meetings and Publications

S. James Guitard
Manager, Government and Network Relations

Jeremy Wallace
Program Associate

Sonya L. Wilson
Manager, Administrative Operations

Crystall Pinkney
Administrative Secretary

L. Karen Mora
Administrative Secretary

You can also reach staff members via e-mail:

Kati Haycock:
khaycock@edtrust.org

Nevin Brown:
nbrown@edtrust.org

S.James Guitard:
jguitard@edtrust.org

Ruth Mitchell:
rmitchell@edtrust.org

Stephanie Robinson:
srobinson@edtrust.org

Wanda Robinson:
wrobinson@edtrust.org

Paul Ruiz:
pruiz@edtrust.org

Patte Barth
pbarth@edtrust.org

Eleanor Dougherty
edgherty@edtrust.org

Amy Wilkins
awilkins@edtrust.org

Patricia J. Martin
pmartin@edtrust.org

Jeremy Wallace
jwallace@edtrust.org

Sonya L. Wilson
swilson@edtrust.org

Crystall Pinkney
cpinkney@edtrust.org

L. Karen Mora
kmora@edtrust.org

School Interview Format

NY ACORN Schools Office
845 Flatbush Avenue
Brooklyn, NY 11226
718-693-6700 X 231

White_____Black_____Latin_____
Tester's Name_____
Date of Call_____
Time of Call _____

SECRET APARTHEID II
Questionnaire to Document Course Offerings, etc. in Middle Schools
TESTER'S REPORT FORM

1. School Number , Address and Telephone Number:

2. a) When you finally reached someone who could give you the information--to whom did you speak?
Name, if known and/or position?

b) Did they advise you to speak to someone else because they could not answer all your questions? If so, please state name and position of person.

3. General Information about Structure of School

   a. How many students in school? _____

   b. How many classes are organized on grade?

   - 6th grade level? _____
   - 7th grade level? _____
   - 8th grade level? _____*
   - 9th grade level? _____

4. Numbers of Students in SP Program? (This is what they generally call the accelerated program on junior high level. If they don't know "SP" ask if they have an accelerated level)

   a. How many students in SP Program? _____

b. How many classes on various grade levels are SP?

- 6th grade level? _____
- 7th grade level? _____
- 8th grade level? _____*
- 9th grade level? _____

MATH

5. How many classes are taking Sequential I Regents Math?

- 7th grade level? _____
- 8th grade level? _____*
- 9th grade level? _____

6. What percentage of your math teachers are teaching within license? _____

SCIENCE

7. How many classes are taking Regents level science courses?

- 8th grade level? _____ * Is it Earth Science? _____
- 9th grade level? _____ Is it Biology? _____

8. Do the students use labs for any of their science course of studies? _____

9. What percentage of your science teachers are teaching within license? _____

AFTER SCHOOL ACTIVITIES

10. Do you have academic extra curricular activities like:

- Math Teams? _____
- Debate Teams? _____
- Chess Clubs? _____

11. Do you provide any additional after school support for students taking Regents courses?

_____

SPECIALIZED HIGH SCHOOLS TEST

12. How many students take the specialized high school admissions test? _____

13. How many students were actually accepted last year? _____

14. Do you provide after school preparation courses for the specialized high school test?

_____

Is it for free?_____

PLEASE USE THIS SPACE FOR ANY OTHER ADDITIONAL INFORMATION SCHOOL OFFERED:

Tester's Name:_____ Black_____White_____Latino_____

Address:_____

Phone Number(s):_____

(THE FOLLOWING IS THE BIOGRAPHICAL AND SCHOOL INFORMATION YOU SHOULD USE DURING YOUR TESTS)

Tester's Profile

Name Used:_____ Where You Are Living Now:_____

Where Did You Say You Were Moving to:_____ _____

_____ _____

_____ What School Does Your Child Attend:_____

Grade Child Will Enter:_____ _____

School Entry Date:_____ Is It a Gifted Program?_____

How Did You Find Out about the School:

_____

_____

Place Tested:_____
School Number and Address

Date of Call:_____ Time of Call:_____

_____
Signature

_____
Priint Name

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SUMMARY TABLES

						Total Classes			Sequential I Math Classes				
District	IS/JHS/MS	Total Students	Total SP Students	Total Classes	SP 6 Classes	SP 7 Classes	SP 8 Classes	SP 9 Classes	7th Grade	8th Grade	9th Grade	# taking specialized test	# admitted to spec. h.s.
2	Clinton	240	0	7	0	0	0	*	0	0		27	9
2	East Side	366	366	11	4	4	3	*		3		85	37
2	Future	188	0	12	0	0	0	*	0	0		dk	dk
2	Museum	152	0	5	0	0	0	*		1		20	5
2	Phys City	134											
2	Salk	184	0	6	0	0	0	*		2		22	10
2	Up Lab	324	324	324	3	4	3	*		3		90	73
2	70	255	0	9	0	0	0	*	0	0		0	0
2	104	913	320	29	3	4	3	*		3		192	49
2	131	1360	224	47	3	2	2	*		2		120	31
2	167	1398	832	49	8	10	8	*		7		312	141
2	217	191	31	6	1	1	1	*		1		23	5
7	139	r											
7	149	700	220	?	*	3	2	2	3	2	2	0	0
7	151	210	210	6	*	*	6	*		6		30	30
7	162	900	r										
7	183	r											

						Total Classes			Sequential I Math Classes				
District	IS/JHS/MS	Total Students	Total SP Students	Total Classes	SP 6 Classes	SP 7 Classes	SP 8 Classes	SP 9 Classes	7th Grade	8th Grade	9th Grade	# taking specialized test	# admitted to spec. h.s.
7	184	830	0	26	0	0	0	0				0	
9	22	1352	r										
9	82	1100	0	10	0	0	0	0	1				
9	117	1010	?	?			1?		1				
9	145	1556	0	r						some/ dk		dk	dk
9	147	1400	180	r	2	2	2		1	1		60	dk
9	148	700	0										
9	166	600	28	?		1						2	?
9	229	656	0	6	0	0	0	0					
12	98	752	29	dk			1	1		1	1	dk	20
12	116	1400	r										
12	158	900	?	24	4	2	4	*	2	2		?	dk
12	193	700	0	?	0	0	0	0				?	2
12	200	640	0	19	0	0	0	0				1	?

						Total Classes			Sequential I Math Classes				
District	IS/JHS/MS	Total Students	Total SP Students	Total Classes	SP 6 Classes	SP 7 Classes	SP 8 Classes	SP 9 Classes	7th Grade	8th Grade	9th Grade	# taking specialized test	# admitted to spec. h.s.
16	57	400	0	12?					0	0	0		
16	324	r											
17	2	r											
17	61	1400	dk	dk	dk	dk	dk		dk	dk		several	several
17	246	1300		r	2	3	3		several starting in 6th g.			several	several
17	320	r											
17	390	1300	0	38	0	0	0	0	15	15		?	?
17	391	1300	0	?	0	0	0	0	?				
17	394												
19	166	950	?	?	5	5	5	*				32.5	a few
19	171	660	65	24	*	*	1	*	1	1		?	?
19	218	r											
19	292	942	r	?									
19	302	r		?									
19	364	400	dk								1	?	4

						Total Classes			Sequential I Math Classes				
District	IS/JHS/MS	Total Students	Total SP Students	Total Classes	SP 6 Classes	SP 7 Classes	SP 8 Classes	SP 9 Classes	7th Grade	8th Grade	9th Grade	# taking specialized test	# admitted to spec. h.s.
21	43	1000	0	22	0	0	0	0	1	1.5		85	r
21	96	1300		43	2.5	2	2	1?		4		50	30
21	228	1300		39	6	6	6	*		6.5		r	r
21	239			?								?	15
21	281												
21	303	800	198	28	2	2	2	*		2		50	25
23	55	750		18	*	1	2	2	1	2	2	r	r
23	263	800		?	1	1	1	*		1	1	not many	not many
23	271	800	r										
23	275	800		36	*	1	1	1	1	1	1	a few	a few
24	61	2200	87	60	1	1	1	*		1		800	25
24	73	2800	475	66	5	5	5	*	5	5		30	?
24	77	1300		43.5	1	1	2	*	1	1		175	20
24	93	1500	297	51	3	3	3	*	25	30		?	29
24	119	1015		31	2	2	2	*		2		?	2.5
24	125	1800	300	59	2	4	4	*	3	1		dk	dk

						Total Classes			Sequential I Math Classes				
District	IS/JHS/MS	Total Students	Total SP Students	Total Classes	SP 6 Classes	SP 7 Classes	SP 8 Classes	SP 9 Classes	7th Grade	8th Grade	9th Grade	# taking specialized test	# admitted to spec. h.s.
25	25	1286	532	38		6	6			3		300	60
25	168	840	30	24		1	1	1		2		50	35
25	185	1100	770	31		9.5	11.5		6.5	6.5		90	67
25	189	1200	190	38	*	3	3	1	Seq I	Seq II		25	20
25	194	900	450	26	*	5	5	3	5	6		130	60
25	237	1300	200	?	*	3	3	?	3	3	all?	115	53
25	250	160	?			1.5	1.5	1.5	?			?	?
26	67	1200	600	33	6	6	6	?		6	6?	250	100
26	74	1100	550	30	5	5	5	*		5		100	68
26	158	1100	420	33	*	3	3	3		3	1	200	dk
26	172	1257	300	40	*	4	4	2		3.5		dk	20
26	216	1200	540	45	*	6	5	*		6		?	70
28	8	550	0	20	*	0	0	*	0	0		10	0
28	72	600	?	18	*	1	1	1	1	1	1	varies	varies
28	157	1800	?	50	4	3	3	3		2		?	65

						Total Classes			Sequential I Math Classes				
District	IS/JHS/MS	Total Students	Total SP Students	Total Classes	SP 6 Classes	SP 7 Classes	SP 8 Classes	SP 9 Classes	7th Grade	8th Grade	9th Grade	# taking specialized test	# admitted to spec. h.s.
28	190	1500	?	15		6	6			2		?	80
28	217												
28	680												
32	111	n/a	0	16	3	3	3		5	6		?	4
32	162	925											
32	291	?	0										
32	296	950	0	24	0	0	0	0	0	10	0	2	0
32	300												
32	383												

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Descriptive statistics for schools in survey, section one[1]							
Rank[2]	District	IS/JHS/MS	Total Students	% school on-grade for math	% school on-grade for reading	% black or latino students	% school eligible for free lunch
1	2	Clinton	158	80.5%	63.8%	50.6%	32.7%
1	2	East Side	254	94.0%	92.9%	33.5%	21.8%
1	2	Future	151	64.5%	55.7%	61.6%	65.8%
1	2	Museum	149	72.1%	75.2%	47.6%	21.8%
1	2	Phys City	134	71.4%	62.9%	56.0%	21.8%
1	2	Salk	63	89.7%	89.7%	44.4%	58.7%
1	2	Up. Lab	262	100.0%	98.4%	17.9%	13.3%
1	2	70	357	45.1%	41.1%	80.4%	81.6%
1	2	104	886	76.0%	60.0%	47.3%	52.6%
1	2	131	1414	62.8%	33.5%	23.3%	81.5%
1	2	167	1317	83.5%	74.6%	39.5%	21.0%
1	2	217	273	53.4%	50.4%	63.0%	
1	2	Dist. totals		71.6%	59.1%	40.7%	
30	7	139	842	27.6%	21.6%	99.9%	86.2%
30	7	149	682	48.2%	43.3%	98.1%	94.5%
30	7	151	348	24.8%	15.5%	99.1%	78.0%
30	7	162	774	42.4%	30.2%	98.7%	100.0%
30	7	183	734	33.3%	21.3%	98.9%	91.7%
30	7	184	773	38.0%	23.1%	99.1%	96.0%
30	7	Dist. totals		36.4%	26.5%	99.0%	
24	9	22	1356	45.6%	23.0%	95.0%	82.9%
24	9	82	1032	30.2%	18.1%	99.3%	92.5%
24	9	117	1013	44.3%	24.3%	97.4%	89.6%
24	9	145	1550	45.4%	23.7%	97.4%	90.8%
24	9	147	1556	31.8%	17.5%	98.3%	84.0%
24	9	148	702	21.6%	9.7%	98.7%	95.5%
24	9	166	1227	40.2%	27.3%	93.9%	81.9%
24	9	229	644	32.7%	24.0%	97.5%	72.0%

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Descriptive statistics for schools in survey, section one[1]							
Rank[2]	District	IS/JHS/MS	Total Students	% school on-grade for math	% school on-grade for reading	% black or latino students	% school eligible for free lunch
24	9	Dist. totals		37.8%	21.4%	97.0%	?
29	12	98	787	40.6%	26.0%	97.1%	84.5%
29	12	116	1336	39.5%	21.1%	96.3%	80.3%
29	12	158	913	33.0%	19.9%	98.5%	83.5%
29	12	193	763	23.6%	13.9%	99.2%	91.4%
29	12	200	776	30.8%	15.7%	97.6%	91.5%
29	12	Dist. totals		34.3%	19.6%	97.6%	?
31	16	57	854	23.2%	14.4%	99.1%	87.4%
31	16	324	889	34.7%	19.8%	99.1%	96.1%
31	16	Dist. totals		29.1%	17.2%	99.1%	
27	17	2	722	50.9%	40.8%	95.0%	100.0%
27	17	61	1408	28.1%	21.1%	96.3%	74.5%
27	17	246	1381	30.9%	17.9%	98.6%	65.5%
27	17	320	1530	29.5%	17.4%	96.1%	77.4%
27	17	390	1150	41.7%	25.0%	98.4%	82.7%
27	17	391	1253	33.7%	21.8%	98.6%	75.3%
27	17	394	612	24.1%	16.2%	98.7%	100.0%
27	17	Dist. totals		33.4%	21.9%	97.4%	?
28	19	166	922	47.7%	40.8%	96.6%	79.0%
28	19	171	691	51.9%	27.8%	89.1%	93.0%
28	19	218	1038	30.6%	19.8%	96.4%	74.2%
28	19	292	1019	30.1%	17.2%	98.9%	89.9%
28	19	302	1438	32.8%	17.9%	93.0%	76.4%
28	19	364	445	47.9%	41.2%	71.9%	72.4%
28	19	Dist. totals		38.0%	25.0%	93.2%	?
9	21	43	1015	63.5%	39.9%	35.2%	67.9%
9	21	96	1243	59.3%	40.3%	27.9%	75.1%
9	21	228	1306	67.4%	50.7%	36.0%	66.1%
9	21	239	1194	97.0%	92.3%	17.3%	29.3%

Descriptive statistics for schools in survey, section one[1]							
Rank[2]	District	IS/JHS/MS	Total Students	% school on-grade for math	% school on-grade for reading	% black or latino students	% school eligible for free lunch
9	21	281	1113	58.2%	38.4%	39.0%	69.9%
9	21	303	783	71.4%	47.7%	41.5%	74.0%
9	21	Dist. totals		69.6%	52.2%	32.2%	?
32	23	55	600	28.8%	18.2%	98.3%	84.6%
32	23	263	757	50.2%	29.0%	98.8%	84.3%
32	23	271	802	49.5%	24.9%	98.6%	80.9%
32	23	275	828	30.5%	20.1%	97.8%	94.6%
32	23	Dist. totals		40.3%	23.3%	98.4%	?
4	24	61	2141	44.0%	23.0%	85.1%	73.7%
4	24	73	2699	60.5%	41.6%	54.8%	73.7%
4	24	77	1137	50.2%	34.6%	66.7%	83.9%
4	24	93	1588	59.5%	39.1%	55.2%	72.0%
4	24	119	1003	70.8%	53.9%	25.9%	41.9%
4	24	125	1689	58.9%	44.6%	54.1%	74.0%
4	24	Dist. totals		56.5%	38.3%	59.5%	?
2	25	25	1282	81.4%	69.8%	18.6%	22.8%
2	25	168	826	62.1%	54.3%	46.9%	49.8%
2	25	185	1051	72.9%	58.5%	38.2%	40.5%
2	25	189	1244	59.6%	52.1%	40.3%	60.5%
2	25	194	882	82.2%	65.9%	20.1%	23.1%
2	25	237	1270	71.0%	56.5%	34.3%	56.8%
2	25	250	160	83.5%	63.9%	30.6%	22.5%
2	25	Dist. totals		71.8%	59.7%	32.6%	?>
3	26	67	1156	90.0%	80.3%	20.7%	13.4%
3	26	74	1069	90.4%	74.3%	31.2%	21.1%
3	26	158	1127	88.6%	70.5%	23.5%	27.5%
3	26	172	1219	79.4%	70.1%	24.9%	19.7%
3	26	216	1134	81.6%	72.9%	33.7%	27.3%
3	26	Dist. totals		85.9%	73.6%	26.7%	?

Descriptive statistics for schools in survey, section one[1]							
Rank[2]	District	IS/JHS/MS	Total Students	% school on-grade for math	% school on-grade for reading	% black or latino students	% school eligible for free lunch
5	28	8	593	27.0%	21.4%	97.0%	67.0%
5	28	72	621	36.8%	29.4%	98.1%	73.2%
5	28	157	1799	74.5%	51.4%	31.2%	48.3%
5	28	190	1606	80.8%	64.4%	26.5%	33.9%
5	28	217	1259	61.7%	45.6%	66.2%	76.3%
5	28	680	172	89.0%	72.7%	90.7%	23.2%
5	28	Dist. totals		65.4%	39.6%	52.2%	
21	32	111	1111		14.6%	98.1%	96.2%
21	32	162	907	46.8%	21.4%	94.0%	80.0%
21	32	291	1137	32.1%	15.3%	98.2%	69.2%
21	32	296	981	36.7%	18.1%	99.6%	90.6%
21	32	300	101	13.7%	8.4%	99.0%	75.0%
21	32	383	1379	93.0%	87.8%	97.1%	57.5%
21	32	Dist. totals		43.6%	34.3%	97.5%	

Descriptive statistics for schools in survey, section two									
Rank	District	IS/JHS/MS	total 8th grdrs 1995-96[3]	# tested in Reg. Math[4]	% 8th grdrs tested in Reg. Math	# testing at or above 50th perc.	% 8th grdrs at or above 50th perc.	# testing in Reg. Sci.	# testing at or above 50th perc.
1	2	Clinton	61	20	32.8%	20	32.8%	0	0
1	2	East Side	83	13	15.7%	13	15.7%	0	0
1	2	Future	54	0	0%	0	0%	1	0
1	2	Museum	59	0	0%	0	0%	0	0
1	2	Phys City	54	0	0%	0	0%	0	0
1	2	Salk	0	*	*	*	*	*	*
1	2	Up. Lab	91	36	39.6%	36	39.6%	85	69
1	2	70	145	21	14.5%	16	11.0%	0	0
1	2	104	319	150	47.0%	123	38.6%	77	66
1	2	131	418	43	9.0%	43	9.0%	67	42
1	2	167	405	159	39.3%	158	39.0%	70	67
1	2	217	63	17	27.0%	14	22.2%	17	13
1	2	Dist. totals	1762	459	25.3%	423	23.3%	317	257
30	7	139	265	0	0.0%	0	0.0%	0	0
30	7	149	208	31	14.9%	30	14.4%	57	17
30	7	151	130	0	0.0%	0	0.0%	0	0
30	7	162	235	0	0.0%	0	0.0%	0	0
30	7	183	198	0	0.0%	0	0.0%	0	0
30	7	184	233	0	0.0%	0	0.0%	0	0
30	7	Dist. totals	1269	31	2.4%	30	2.4%	57	17
24	9	22	395	0	0.0%	0	0.0%	0	0
24	9	82	316	1	0.3%	1	0.3%	21	13
24	9	117	392	41	10.5%	36	9.2%	0	0
24	9	145	359	13	3.6%	12	3.3%	0	0
24	9	147	465	35	7.5%	23	4.9%	0	0
24	9	148	223	25	11.2%	7	3.1%	0	0
24	9	166	304	0	0.0%	0	0.0%	0	0
24	9	229	148	0	0.0%	0	0.0%	0	0

Descriptive statistics for schools in survey, section two									
Rank	District	IS/JHS/MS	total 8th grdrs 1995-96[3]	# tested in Reg. Math[4]	% 8th grdrs tested in Reg. Math	# testing at or above 50th perc.	% 8th grdrs at or above 50th perc.	# testing in Reg. Sci.	# testing at or above 50th perc.
24	9	Dist. totals	2602	115	4.4%	79	3.0%	21	13
29	12	98	179	0	0.0%	0	0.0%	0	0
29	12	116	400	31	7.8%	25	6.3%	0	0
29	12	158	336	0	0.0%	0	0.0%	29	2
29	12	193	278	0	0.0%	0	0.0%	0	0
29	12	200	332	0	0.0%	0	0.0%	0	0
29	12	Dist. totals	1525	31	2.0%	25	1.6%	29	2
31	16	57	304	0	0.0%	0	0.0%	0	0
31	16	324	409	30	7.3%	20	4.9%	14	11
31	16	Dist. totals	713	30	4.2%	20	2.8%	14	11
27	17	[2]	114	17	14.9%	7	6.1%	0	0
27	17	61	521	58	11.1%	31	6.0%	21	20
27	17	246	406	55	13.5%	48	11.8%	0	0
27	17	320	492	0	0.0%	0	0.0%	0	0
27	17	390	428	106	24.8%	94	22.0%	64	15
27	17	391	367	32	8.7%	18	4.9%	0	0
27	17	394	280	47	16.8%	20	7.1%	21	8
27	17	Dist. totals	2608	315	12.1%	218	8.4%	106	43
28	19	166	377	26	6.9%	26	6.9%	8	8
28	19	171	268	15	5.6%	14	5.2%	0	0
28	19	218	314	22	7.0%	15	4.8%	0	0
28	19	292	360	58	16.1%	6	1.7%	0	0
28	19	302	470	0	0.0%	0	0.0%	0	0
28	19	364	204	20	9.8%	20	9.8%	18	18
28	19	Dist. totals	1993	141	7.1%	81	4.1%	26	26
9	21	43	326	55	16.9%	50	15.3%	63	56
9	21	96	395	30	7.6%	30	7.6%	27	26
9	21	228	349	69	19.8%	69	19.8%	34	33

Descriptive statistics for schools in survey, section two									
Rank	**District**	**IS/JHS/MS**	**total 8th grdrs 1995-96[3]**	**# tested in Reg. Math[4]**	**% 8th grdrs tested in Reg. Math**	**# testing at or above 50th perc.**	**% 8th grdrs at or above 50th perc.**	**# testing in Reg. Sci.**	**# testing at or above 50th perc.**
9	21	239	367	124	33.8%	124	33.8%	109	109
9	21	281	363	132	36.4%	131	36.1%	135	97
9	21	303	226	73	32.3%	61	27.0%	93	33
9	21	Dist. totals	2026	483	23.8%	465	23.0%	461	354
32	23	55	193	32	16.6%	19	9.8%	22	33
32	23	263	239	0	0.0%	0	0.0%	22	3
32	23	271	215	23	10.7%	16	7.4%	21	13
32	23	275	264	1	0.4%	1	0.4%	1	0
32	23	Dist. totals	911	56	6.1%	36	4.0%	66	49
4	24	61	713	29	4.1%	18	2.5%	27	21
4	24	73	873	105	12.0%	104	11.9%	85	85
4	24	77	299	43	14.4%	41	13.7%	27	27
4	24	93	457	87	19.0%	71	15.5%	28	28
4	24	119	291	34	11.7%	34	11.7%	33	32
4	24	125	634	134	21.1%	130	20.5%	29	28
4	24	Dist. totals	3267	432	13.2%	398	12.2%	229	221
2	25	25	457	179	39.2%	172	37.6%	183	174
2	25	168	287	65	22.6%	65	22.6%	37	35
2	25	185	304	105	34.5%	98	32.2%	67	62
2	25	189	404	99	24.5%	93	23.0%	32	32
2	25	194	312	170	54.5%	159	51.0%	169	144
2	25	237	384	219	57.0%	205	53.4%	70	70
2	25	250	27	5	18.5%	3	11.1%	0	0
2	25	Dist. totals	2175	842	38.7%	795	36.6%	558	517
3	26	67	302	182	60.3%	179	59.3%	75	75
3	26	74	325	128	39.4%	128	39.4%	0	0
3	26	158	281	147	51.6%	132	47.0%	31	31
3	26	172	295	122	41.4%	118	40.0%	126	117

Descriptive statistics for schools in survey, section two									
Rank	**District**	**IS/JHS/MS**	**total 8th grdrs 1995-96[3]**	**# tested in Reg. Math[4]**	**% 8th grdrs tested in Reg. Math**	**# testing at or above 50th perc.**	**% 8th grdrs at or above 50th perc.**	**# testing in Reg. Sci.**	**# testing at or above 50th perc.**
3	26	216	366	203	55.5%	195	53.3%	0	0
3	26	Dist. totals	1569	782	49.8%	752	47.9%	232	223
5	28	8	197	0	0.0%	0	0.0%	0	0
5	28	72	159	33	20.8%	2	1.3%	0	0
5	28	157	406	88	21.7%	88	21.7%	32	32
5	28	190	495	176	35.6%	172	34.7%	74	73
5	28	217	573	98	17.1%	86	15.0%	30	29
5	28	680	65	64	98.5%	62	95.4%	0	0
5	28	Dist. totals	1895	459	24.2%	410	21.6%	136	134
21	32	111	348	29	8.3%	13	3.7%	0	0
21	32	162	216	24	11.1%	18	8.3%	0	0
21	32	291	330	27	8.2%	17	5.2%	0	0
21	32	296	341	33	9.7%	28	8.2%	0	0
21	32	300	42	0	0.0%	0	0.0%	0	0
21	32	383	329	121	36.8%	118	35.9%	55	50
21	32	Dist. totals	1606	234	14.6%	194	12.1%	55	50

End Notes for Summary Tables

1. Figures based on New York City Board of Education 1995-96 Annual School Report.

2. Rank refers to district rank for combined total of students at Stuyvesant and Bronx Science in 1993. Based on internal Board of Education document describing total enrollment in high schools by sending district. November 9, 1994.

3. New York State School Report Cards.

4. Data and calculations based on unpublished data collected for New York City Board of Education Annual School Report.

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